

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NY20

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Charles Miller

Official School Name: Iroquois Middle School

School Mailing Address: 150 Colebrook Drive
Rochester, NY 14617-2297

County: Monroe State School Code Number*: 260803060003

Telephone: (585) 342-3450 E-mail: chuck_miller@westiron.monroe.edu

Fax: (585) 336-3042 Web site/URL: http://www.westirondequoit.org/iroquois/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jeffrey Crane Superintendent e-mail: Jeff_Crane@westiron.monroe.edu

District Name: West Irondequoit District Phone: (585) 342-5500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Charles Perreaud

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NY20

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NY20

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
(per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
10 Total schools in district
2. District per-pupil expenditure: 17560

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	75	71	146
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	58	56	114		11	0	0	0
5	79	61	140		12	0	0	0
Total in Applying School:								400

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
6 % Black or African American
5 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
82 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	3
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2010	400
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 2

Specify non-English languages:

Vietnamese and Spanish

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 52

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

This method is an accurate estimate of the percentage of students from low income families.

10. Percent of students receiving special education services: 5%

Total number of students served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>5</u>
Total number	<u>46</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	96%	98%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

The West Irondequoit Central School District (WICSD) is a first-ring suburb of the city of Rochester that has a long history of academic excellence. It is not uncommon for alumni to return to the community to live as they begin to raise their own children.

The district's demographic profile represents one of growing economic need and diversity. Over the past ten years our rate of economic disadvantage has increased from 8.5% to 16% and our rate of racial and ethnic diversity has doubled from 10% to 20%. Especially at the middle and secondary level, up to a quarter of our students are economically disadvantaged and racially and ethnically diverse. In 2010, all schools in the district added a breakfast program to our food service offerings, allowing us to better meet the needs of our economically disadvantaged students by providing a second meal each day at little or no cost to qualifying families. While the needs of our students have been changing we have continued to improve our graduation rate from 85% to 92% in one year. At each grade level we are committed to providing the support and opportunities necessary for our students to succeed and become life-long learners and productive world citizens.

Students begin their education in one of six neighborhood schools, in buildings that house 100-200 students. The neighborhood school concept provides a nurturing environment for both students and families, encouraging parent involvement with school and classroom activities. In fourth grade, students move on to one of two middle schools, spending the first year in a self-contained classroom. They begin to explore the additional opportunities open to them such as instrumental music lessons and additional extra-curricular activities. Fifth grade brings a transition to multiple teachers and classrooms. From middle school, students move to one junior high school and on to Irondequoit High School. The district takes great care to manage transitions between grades and buildings, ensuring that students and families are supported at each level.

Iroquois Middle School, which opened in 1948, currently serves 400 students in grades 4-6. Our staff is made up of 32 teachers, 16 paraprofessionals, and 15 support staff. Iroquois Middle School, like all of the schools in West Irondequoit utilizes the Blue Print for Peek Performance as our mission statement (<http://www.westirondequoit.org/mission.htm>). The West Irondequoit Central School District accepts responsibility to ensure continuous intellectual, social, and personal growth for all students so that each will become a life-long learner and productive world citizen. The Blue Print not only defines the mission of our school but also defines our Environment for Excellence, Exit Outcomes and Peek Performance Priorities. As a result, the Iroquois School community is dedicated to the intellectual, academic, social emotional development of all learners in an environment guided by the statement; "We believe that each child belongs to all of us." To that end, we commit ourselves to partnering with parents and guardians and the community to serving and enabling each child to reach their potential.

Expectations for student behavior are reinforced through our CARE program which reminds students to: Cooperate, Appreciate, Respect and Excel. The school counselor reinforces these concepts in classroom lessons and students are publicly recognized for exhibiting exceptional acts of good character.

Our extensive music program allows students to explore their talents as they receive instruction on instruments of their choosing. Students may participate in grade level band, chorus and orchestra as well as a jazz band. In 2011, for the tenth time in twelve years, the WICSD was named one of the Best Communities for Music in America by the North American Music Merchants Foundation. Districts are chosen for their "strong commitment to music education."

The Iroquois school library supports and encourages literacy throughout the school day and by hosting a variety of afterschool activities. The Author's Club is open to all students who love to read and talk about

books. At their weekly meetings they discuss books they have read and they put together a newspaper. This past December, students showed off their writing and acting talents as they rewrote a one minute mystery play and performed for family and friends. Fifth grade students may compete in the annual Battle of the Books, forming teams and reading from a list of titles until they are experts on their selections. The final round of competition is held in the school gymnasium before an audience of their classmates. Sixth grade students are encouraged to read Newbery award books and may earn a medal and a new book for high levels of participation. Sixth grade students also review books on Homework Hotline, a local public television network program.

Additional extracurricular activities include the Iroquois Service Club which organizes activities such as recent food and toy drives for local charities. The Knowledge Bowl team meets weekly to hone their skills for academic competitions that take place via the Internet. In January 2012, the team placed second in New York State in the winter 2012 event. Students also participate in the international Odyssey of the Mind program, working as a team as they learn to think outside of the box and use their creativity to present solutions to problems posed by the organization.

The Iroquois Middle School aligns itself with the WICSD Blueprint for Peak Performance as we promote continuous growth for students within an environment for excellence. Our staff will continue to adapt to the changing needs of our students and our community as we model in daily practice our district guiding thought, "We believe that each child belongs to all of us."

1. Assessment Results:

A) The performance levels for the New York State Testing Program administered in English Language Arts (ELA) and Math are established through the New York State Education Department and consist of 4 performance levels. Students who score at level 4 are considered to have exceeded the State standards at their grade level and therefore have achieved mastery learning with a designation of “Exceeds Proficiency Standard.” Students scoring at level 3 “Meets Proficiency Standard.” At level 3 students have met the State expectations for their particular grade level. Students are considered to have met proficiency if they score at level 3 or 4. Students scoring at level 2 “Meet Basic Standard” having demonstrated partial understanding of the knowledge and skills at the grade level. Level 1 is designated as “Below Standard” and indicates that the student has not demonstrated the knowledge and skills expected at the grade level. New York State requires that students who score at level 1 or 2 be provided academic intervention services through supplemental instructional to support their performance in subsequent assessment cycles. Iroquois Middle School has historically set building goals and focused on mastery achievement for all students and has followed department of education guidelines in providing supports to students who have not yet achieved the proficiency standard of level 3 or 4. (<http://www.p12.nysed.gov/apda/ei/eigen.html>)

B) For the past five years, Iroquois students have performed solidly on State ELA and Math assessments. Comparing the results over the past five years on the ELA at grades 4-6 there were steady increases in performance from the 2006-2007 school year to the 2009-2010 when the state shifted the cut score for proficiency. After the dip in performance in 2009-2010 there is an upward tick in the percentage of students scoring at proficiency in 2010-2011 by an average of 6.7% across the 3 grade levels with grade six increasing its percentage of students at proficiency by 11.8%. This same trend is evident in students’ math performance when after the change in the cut scores proficiency percentages dipped by an average of 15% across the three grade levels. Performance was lifted by as much as 6.8% at grade 6 the following next year.

In 2009-2010, the NYSED raised the expectation for proficiency performance levels causing the drop in the percentage of students scoring at levels 3 and 4 across the State as well as at Iroquois School. The purpose of this change was to align the grade 3-8 assessments to the college and career-ready standards. NYSED indicated to school districts that the newly defined cut scores did not signal that students who were previously scoring at level 3 and now designated at level 2 have learned less or have regressed in their knowledge and skills but rather the lower numbers of students meeting the proficiency standard reflects that the bar and expectation for student achievement has been set at a much higher target. Information about these cut score increases is well documented at the New York State Department of Education’s website. <http://www.oms.nysed.gov/press/>

In reviewing the 2010-2011 data, there are gaps of 10 or more percentage points between the ELA and math scores of all students and the test scores of the following subgroups at some grade levels: economic disadvantage, students with disabilities, Black/African-American, and Hispanic students. These gaps are first identified through the building level data collaborative inquiry process that engages in data analysis at the building level and occurs during the summer. Subsequently individual student data is analyzed for further support and targeted instruction.

Students receive this support through academic intervention services (AIS) and this includes students who have membership in the subgroups identified above. Reviews led by the Principal, the District Supervisor for Literacy and math curriculum supervisor include the classroom teacher and focus on the development of an individualized plan for the student that identifies goals for students in their gap areas, the instructional interventions to be put into place in the classroom and the supplemental setting and progress monitoring tools such as Aimsweb are identified to monitor student growth within established time

frames. AIS reviews occur 3 times a year to monitor student growth. At interim periods between the AIS reviews the building Pupil Personnel Services (PPS) team meets to analyze data in an ongoing manner and to monitor progress for individual students in order to adjust goals or instructional interventions to accelerate student growth and learning.

Professional development is provided to paraprofessionals working with the students receiving AIS at 6 points during the year and teachers are engaged in job embedded professional development in these identified focus areas each month during faculty, department and grade level meetings to ensure that student learning and achievement are accelerated. In addition, a Teacher on Special Assignment (TOSA) works closely with the paraprofessionals and classroom teacher to ensure implementation of professional development in support of tight coordination of instruction between the classroom and supplemental setting.

2. Using Assessment Results:

A) Utilizing student performance data is an iterative process and occurs at all levels of the school district beginning with the Board of Education. At Iroquois School the cycle is initiated in the summer with the School Based Planning Team convening to analyze the building level data on NYS, district, and standardized assessments. Examples of a few of these assessments include end of year synthesis prompts in reading/writing, diagnostic spelling assessments, and the TerraNova in math, reading and language. A collaborative inquiry approach to data analysis is employed. Building goals are derived from this data analysis.

Before the start of the school year, classroom teachers are also provided with the data for the students that will be in their classes in September. Based on teacher's individual data analysis of their students, a teacher formulates his/her professional goals for the coming year that are linked to school and district goals and initiatives. Teachers receive feedback through the supervision and evaluation process that includes as few as three classroom observations and as many as 7 or 8 over the course of a school year. Teachers meet with their supervisor after each of these observations to discuss and examine the resulting students' work and data as evidence of progress toward teacher goals that also evidence student learning. In this very individualized approach the principal is working with the teachers using both formative and summative assessment data to forward student learning across classrooms.

During the month of October the building principal, classroom teachers and the elementary curriculum supervisors engage in progress reviews to analyze each student's individual progress and the scores on NYS assessments, district diagnostic assessments and standardized assessments that teachers have previously analyzed individually. This progress review is the first of 3 reviews that occur across the school year to monitor the progress of all students. Teachers receive professional development in these forums as well as in building and district level meetings to synthesize data sets and from there to establish individual and group patterns that inform their instructional groupings and differentiated lessons throughout their units of study.

These progress reviews are scheduled in conjunction with the AIS reviews where students who are requiring extra support are reviewed and teachers strategize and expand their instructional repertoires through development of individualized plans and exploration of a variety of instructional interventions to accelerate student learning. In all settings this data analysis informs the reading and writing workshops that students experience on a daily basis and how students are instructed and grouped in guided and independent arrangements. In math a workshop model is also employed to encourage a constructivist instructional approach with a focus on teaching to conceptual understandings in mathematics. During reading and writing instruction teachers conduct individual conferences on a regular schedule (typically weekly and sometimes daily) to provide students with growth-producing feedback and to monitor individual progress towards their goals. In this forum teachers also hold students accountable for previous feedback, teaching and learning that has occurred to ensure retention and transfer of the knowledge and skills being taught at the grade level.

In addition to the six reviews noted, the building PPS team (RtI team) meets two times a month to work with teachers and support staff to problem-solve student academic, social and emotional struggles. This is another venue where data is examined closely and is interrogated to determine what interventions are making a difference and to illuminate other areas of break down in order to discuss what the best next steps are in addressing these needs areas.

In all of the building forums the expectation is that student data will be used as the basis for instructional and building decisions as well as evidence of progress towards student, teacher and building level goals. Iroquois School and the district have established a data-driven, evidence-based culture where every venue is also viewed as an opportunity for professional development and growth.

B) The community is kept informed of student progress through a variety of forums. At two points in the school year, the Board of Education receives a report of aggregate student performance. In addition, once a year, the Iroquois School principal presents to the Board of Education at one of its study sessions. This presentation focuses on student learning and achievement through a school presentation that includes teachers and students and highlights a review of assessment data along with student and teacher work. In addition to quarterly report cards, parents receive individual student reports for the New York State assessments as well as the TerraNova assessment. In October and March grade 4 parents are invited to formal conferences with their child's teacher, at grades 5 and 6 teachers and parents schedule conferences as needed. In addition, at all grade levels, teachers, counselors and the building principal are available to meet with parents at any time to address questions, concerns and to celebrate student progress.

3. Sharing Lessons Learned:

Teachers, teacher leaders and leadership staff members from Iroquois Middle School-(IMS) have been highly successful in sharing instructional strategies and lessons at the district, local, state and national level.

Our district meeting structure allows for targeted, sustained professional development and professional sharing focused on those district initiatives that will lift student achievement and empower students as critical thinkers and learners. Monthly, teachers come together in cross-district meetings to exchange best practices and to analyze student performance data to determine instructional next steps. In addition, teachers share lessons across grade levels and content areas, so that there is an explicit articulation of curriculum K-12 which informs teachers of the content and skills. This practice has proven to be especially helpful in supporting the transition of students to the middle school. Current topics have included the collaborative inquiry approach to data analysis, text-based questioning, utilizing essential and guiding questions to backward plan units of instruction around essential content and conceptual understandings. This year mathematics professional development focused on the implementation of our new math resource, Math Expressions. This professional development has centered on the implementation of constructivist mathematics instruction, math-talk which facilitates the use of mathematics vocabulary through discourse in math classrooms. Professional development in English Language Arts and social studies has been aligned to the Common Core Learning Standards and core shifts with a specific emphasis on strategies to infer the meaning of vocabulary from context, the analysis of genre traits, informational text structures and patterns of organization in informational reading and writing across content areas. In addition, over the years our IMS teachers and our ELA teachers on special assignment have led numerous professional development opportunities at our district Teaching Learning Center.

At the local level, our social studies teachers have served as instructional leaders by sharing their instructional expertise in inquiry-based, student-centered instruction and the application of a "Historiography Lens" which requires students to "think like an historian" as they analyze multiple perspectives in their evaluation of historical people, places, and events. Our teachers have had the opportunity to share best practices in social studies instruction with teachers from across Monroe County at the Rochester Area Council for the Social Studies. In addition, our Elementary Curriculum Supervisor

for ELA and Social Studies has presented this work at both the National Council for Teachers of English and the Genesee Valley Association of Curriculum Directors.

4. Engaging Families and Communities:

Iroquois Middle School is very fortunate to be a part of the West Irondequoit Central School District <http://www.westirondequoit.org/>, which is known throughout the Genesee Valley and Western New York as an exceptional school district. Strong parental involvement and community support is the very basis for West Irondequoit's and Iroquois success. Within Iroquois and the district, the understanding and importance of a true sense of community in support of students is one that is mutual: "We believe that each child belongs to all of us." To this ideal, Iroquois Middle School utilizes many approaches to ensure that we are enlisting parents in support of our children, their learning and achievement each and everyday.

Through many formal venues of communication such as progress reports, report cards, monthly newsletters <http://www.westirondequoit.org/Newsletters/Newsletterindex.htm>, grade level orientations, formal letters, daily phone calls and e-mails, teachers keep parents "in the know" relative to their child's progress. In addition, we have recently moved to a central student data management system called Infinite Campus, which has allowed for us to open a parent portal so that parents can view student grades and attendance. Additionally, parents are kept current of the workings and events of Iroquois through both E-News-e-mails and Connect-ED phone calls in the event of an emergency.

Parents are also active members of our School Based Planning Team <http://www.westirondequoit.org/school-plans.htm> and our district Central Parent Teacher Student Association (CPTSA). Monthly meetings allow for the planning of activities and events for students. Both keep the community involved and informed of topics pertinent to both school and community. For example, a recent CPTSA meeting involved utilizing web based resources to aid students in meeting learning standards at home and how these resources are being utilized by our classroom teachers.

A unique example that illustrates the strong connection between school and home is how the district and Iroquois Middle School provide our students' opportunities to become involved the "Odyssey of the Mind" competitions which teach students to learn creative problem-solving methods while having fun in the process. The Iroquois Middle School psychologist serves as one of the coordinators to the program, which oversees more than 20 Iroquois teams lead by parent volunteers. Teams from Iroquois compete at a regional competition and several have gone on to the state level. This is a shining example of a school and community working together to provide for each and every child.

1. Curriculum:

Iroquois School's core curriculum derives from state and national learning standards and is developed locally through a rigorous review and development process. There are four stages of curriculum development: a) writing of guiding principles after consulting the discipline's research base and conducting an analysis of student performance gap areas, b) writing of K-12 essential understandings and grade-by-grade level curriculum outcomes (knowledge and content/process skills) that derive from the state and national learning standards, c) writing of benchmark assessments that measure the curriculum outcomes and, d) selecting and piloting curriculum materials and resources to support the new curriculum. The newly written curriculum is reviewed by the district curriculum council and the Board of Education for rigorous content and application of higher level thinking skills. Iroquois faculty design job-embedded professional development experiences and collaborative planning sessions to develop individual units and lessons aligned to the locally approved curriculum. Teachers use the backward-design, standards-based planning process to design learning experiences that engage students in authentic, intellectual work that has significance beyond the classroom to the real world. Explicit teaching of literacy across all content areas is paramount and units integrate themes, essential questions and standards into students' daily work. Instructional experiences are learner-centered.

The ELA curriculum, derived from the NYS Common Core Learning Standards, describes expectations for reading, writing, speaking, listening and language skills. Instruction in the ELA standards is a shared responsibility of all faculty and staff and is taught in an ELA block as well as throughout the school day. The ELA block is a 2.5 hour readers' and writers' workshop. Students comprehend and critique a range of text types including complex literary and informational texts, including stories, dramas, poetry and nonfiction, historical, scientific and technical texts. They determine theme when comparing texts, citing and interpreting specific evidence to substantiate their theme or stance. They write extensively, across varied text types for varied purposes, including persuasive essays, informational/explanatory texts, and narratives. Language skills and craft elements are used to produce coherent writing that is appropriate to task, purpose and audience.

The mathematics curriculum also derives from the Common Core Learning Standards. Instruction is organized to support the mathematical practices and processes including learning to reason abstractly and construct and communicate viable arguments. Our curriculum resource to support the grade 4 and 5 math curriculum is Math Expressions (MEX) and Connected Mathematics (CMP) in grade 6. These resources were selected due to the strong alignment to the common core and emphasis on developing conceptual understanding and computational fluency as well as instructional practices.

Science instruction actively engages students through an inquiry approach to learning, by integrating ELA skills, as students acquire information from rich text sources and conduct experiments, communicating their findings in journals.

Social studies instruction develops historical thinkers through experiences that enable students to acquire historical habits of mind through which they question, acquire, and categorize evidence. Students develop research skills by accessing, evaluating, and synthesizing a wide variety of information sources culminating in research projects, papers, and presentations.

The goal of our music program is to develop students' general music skills and abilities, offering Instrumental Music, String Music, and Vocal Music for students in grades 4-6. The process of music study allows students to not only gain a lifelong source of enjoyment, but also enhances students' computational, reading and analytical skills.

Art instruction develops students understanding of the elements of art and principles of design used during the creative process. They engage in the critique process, read, write, and discuss esthetics of student and professional works to enhance vocabulary, skills, and concepts. Students are introduced to new media, techniques and artists.

Through the medium of sport and movement all students participate in a sequential, differentiated physical education program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle. Health instruction empowers students to examine their behaviors in order to develop health awareness, set personal health goals with a specific plan to reach them, and make responsible health decisions through the acquisition of health knowledge.

The School Counseling Program develops the skills of critical thinking, problem solving, decision making, self-reflection and effective communication. Students develop self-awareness, as well as understanding, tolerance and acceptance of others' diverse qualities, backgrounds, beliefs and aptitudes.

2. Reading/English:

Rigor and consistency characterize literacy instruction across Iroquois School classrooms. The West Irondequoit Central School District ELA Outcomes, aligned with Common Core Learning Standards (CCLS), define the instructional goals for students as they become critical thinkers and effective communicators.

Balanced, comprehensive, and differentiated reading instruction focuses on comprehension, vocabulary, word identification, and fluency through a student-centered workshop model that includes a mini-lesson, flexible homogeneous and heterogeneous guided groups, an independent work session, and discourse groups. Continuous feedback is provided through conferencing and annotation.

- Comprehension instruction focuses on teaching students to independently apply reading strategies to complex texts.
- Word identification (and spelling) instruction encompasses an inductive approach in which students explore phonic, structural, and morphological features.
- Vocabulary instruction is linked to analysis of context and word parts.
- Fluency is developed through on-going reading both in school and at home.

Our writing and language outcomes frame a continuum of writing instruction which ensures that our students to become effective communicators. Writing projects across genre consider audience, purpose, and task.

- In the readers' workshop, students respond in writing to texts.
- In the writers' workshop, students engage in an immerse-draft-teach-revise cycle to produce written projects across genre.
- Explicit language skills instruction relative to style/syntax, vocabulary/word choice, and mechanics elevates the sophistication of student writing.
- A rubric addressing content, organization, development, and style is utilized to score student writing and provide specific feedback.

Analysis of assessment data informs differentiation. Students are assessed through the NYS ELA tests and the TerraNova 3rd Edition. Formative assessments in literacy include reading inventories, thematic unit tests, synthesis writing prompts, and the Developmental Spelling Assessment (K. Ganske).

For students in need of AIS, rigorous, measurable, and time-limited targeted goals are identified based on state, district, and classroom assessments. Three times a year, the teacher, principal, and literacy supervisor review each child's progress to update goals and adjust interventions as needed. For students with highest need a multi-sensory approach is used to integrate resources such as Just Words, Wilson Reading System, AIMSweb, Lexia, and Blueprint for Comprehension. Application of comprehension strategies is monitored using rubrics from Assessing Comprehension by Ellin Keene. The district offers a spring break tutorial for all students requiring AIS service, and a thirteen day summer ELA program. The objective of AIS is to ensure that all students meet and exceed standard.

3. Mathematics:

The goals of the West Irondequoit Central School District Mathematics curriculum are those of Iroquois School:

- Promote mathematical understanding in teaching and learning
- Balance conceptual understanding with procedural fluency
- Support students in independently constructing meaning through critical thinking
- Provide a coherent longitudinal progression of understanding, knowledge, skills, and thinking

Our mathematics curriculum is framed through our K-12 Mathematical Understandings. These understandings are statements of mathematical truth. For example, the statement "Addition and subtraction are operations used to count 'like' objects" has implications not only as students begin to distinguish objects that can and cannot be counted within the same group, but also as they study the importance of "like" denominators when combining fractions, and the significance of variables when using algebra to describe relationships and problem-solve.

The math content outcomes represent the grade-level knowledge and skills that are foundational to a child's understanding of mathematics. For example, it is not enough for a child to simply name the numerator and denominator within a given fraction; rather, we want them to analyze the relationship between a numerator and denominator in order to determine relationships and equivalencies that exist among fractions. Through critical thinking, students are positioned to make and evaluate generalizations about these understandings that can be transferred.

The math process outcomes describe how we want students to access mathematical concepts. The language within our process outcomes supports a student-centered learning environment that promotes the accurate representation of mathematical situations, clear communication of mathematical thinking, and the evaluation of mathematical reasoning.

The implementation of our Grades 4-5 curriculum is supported through the Math Expressions resource. Lessons are not only designed for students to construct their understanding of mathematical concepts and apply them to problem-solving situations, but also to build fluency in whole number and fractional operations through the development of concepts, strategies, and targeted fluency practice. At Grade 6, our primary resource is the Connected Math Project. The goal of this program is to immerse students in problem-solving situations that allow them to apply, and generalize the understanding.

We have AIS support for students who have yet to meet standard based upon their performance on standardized assessments. AIS is delivered to individual students and small groups of students in push-in and pull-out settings based on their goals. Iroquois School also offers Math Olympiad as an after-school club for students who want to extend their experiences in mathematics outside of the classroom.

4. Additional Curriculum Area:

At Iroquois Middle School-(IMS), content areas provide a key context for empowering students to transfer literacy and numeracy skills through independent application of reading, writing, and critical

thinking processes to a discipline-specific context. Two specific innovations in social studies that have facilitated this transfer are the Inferential Constructed Response Question (CRQ) and the historiography lens both of which provide rich experiences targeting the demands of the Common Core Learning Standards. Grounded in the belief that students must be provided with experiences to transfer critical reading skills to the interpretation of novel, complex texts, the Inferential CRQ requires students to engage independently with two complex, informational texts, including both primary and secondary sources. After applying active reading strategies as they engage with text, students are presented with five multiple choice questions that target such skills as synthesis of details to infer author's purpose, inferring vocabulary meaning through the application of context clues, evaluation of relevant details, application of genre traits, and the interpretation of figurative language. The final component of the Inferential CRQ requires students to synthesize information from multiple texts to substantiate their interpretation of an Enduring Understanding, e.g., "Across time individuals have used their agency to impact the political, social, and economic systems of their society," in an extended, on-demand written response.

The historiography lens is a framework for engaging students in analyzing history by considering verifiable facts in relation to intentionality. By applying the historiography lens, students examine historical events and decisions through an analysis of the multiple perspectives and motivations that come to play to create history. When studying the impact of the Gulf Oil Spill on the state of Louisiana, for example, students analyze the event from the perspective of oil companies, environmentalists, politicians, fisherman, the wives of fisherman, business owners, and tourists in order to gain an understanding of the complexities created by such a disaster and the impact it has on the social, political, and economic systems of a community. This analysis provides a foundation for rich transfer of conceptual and content knowledge as students apply understandings in the context of discourse, reading, and writing experiences.

At Iroquois Middle School social studies teachers are teachers of reading, writing, and critical thinking. Social studies teachers analyze and assess student writing and reading behaviors in order to identify specific goals for growth that inform the differentiation of instruction and the explicit feedback that is provided to move students forward in their performance.

5. Instructional Methods:

Iroquois Middle School is committed to achieving high standards for all students. At Iroquois, we focus upon instructional practices which improve the mastery level attainment of all students and specifically address the diverse needs of our learners. Instructional practices include the provision of an integrated ELA program. Differentiation of instruction is an essential component and is embedded into our daily practice for both general education and special educational students. Formative and summative assessments are key components utilized by teachers to design instruction matched to our student learning profiles.

Within our ELA block, instruction is provided to students through large and small group targeted instruction relative to the five components of literacy (Phonemic Awareness, Word Identification, Vocabulary, Fluency, and Comprehension). Student groupings are flexible and based on the student skills in relation to comprehension and decoding. Within each grouping, differentiation occurs to meet the individual goals set for students. Materials teacher access include a variety of leveled text from our primary resource, Houghton Mifflin and supplemental text that challenge students as well as, technology in the form of computer programs that reinforce instruction (Reading A-Z, RAZ Kids, Lexia, Tumble Books, etc.). Students with identified areas of need are provided additional reading instruction through our AIS or special education services. Specific goals are set to support the focus of instruction. Students are provided a multi-sensory reading program that utilizes multiple resources to support increased acquisition of skill.

Teachers also differentiate Word Study within the Core block. Benchmark assessments provide teachers knowledge of their students' understanding related to orthographic word features-such as prefixes and suffixes. Weekly assessments provide teachers with data regarding skill acquisition and transfer to

students' written work. In the area of math, teachers provide students with differentiated instruction throughout their daily lessons.

Students with identified areas of need are provided additional instruction through our AIS services and special education teachers. Specific goals are set to support the focus of instruction. Supplemental instruction provides students the opportunity to solidify their fluency of math facts and deepen their conceptual understandings in math.

Within each content area and grade level, teachers are masters at designing differentiated lessons to match instruction to their student learning profiles. A teacher planning for all students begins with the end in mind, NYS standards and learning experiences are planned backward to provide students with multiple opportunities to engage in learning. As a result, students are provided the appropriate level of support to reach mastery and independence.

6. Professional Development:

The staff at IMS engages in regular professional development opportunities to ensure that student achievement is optimized. This work is guided by the District's Professional Development Plan (PDP), national and state learning standards, WICSD program initiatives, and school based planning team goals. Data used for decision making concerning pertinent professional development opportunities include current research based best practices, student performance data, and input based on instructional initiatives from district administration, teachers and paraprofessional staff.

Our meeting structure is unique, in that it provides regular opportunities for grade level, content, and cross content/grade level teams to focus solely upon instruction. Last year, through this "job-embedded" professional development during our faculty meetings, teams of teachers engaged in study groups relative to the following arenas RtI, differentiation, supporting critical thinking in the classrooms, and standards-based backwards planning. Teams studied current research and best practices related to each area, shared their analysis with colleagues, and developed action plans relative to implementation. After implementing instruction that was strengthened as a result of this process, they shared student work that provided evidence of improvement.

Our IMS School Based Planning Team (SBPT) regularly engages in the collaborative inquiry process to analyze standardized student performance data, in-district assessments, and classroom student work to identify specific skill and content focus areas. Targeted goals and instructional strategies to support improvement become the focus for increased professional learning by staff members. For example, the increase in the 2011 math student performance revealed an increase in proficiency by an average of 6.7% across the 3 grade levels, with grade six increasing its percentage of students at proficiency by 11.8%. This positive growth was directly related to the SBPT's identification of the need to focus on increasing student skill in the following focus areas:

- 1) Mathematical Understandings-equivalence, geometric relationships, and algebraic reasoning.
- 2) Identification of specific content needs such as, operations relative to decimals and fractions, calculating area and perimeter, and application of appropriate operations to word problems.

The team then developed actions steps related to emphasizing these areas in instruction throughout the year by designing and implementing rigorous and relevant tasks, and to engage students in differentiated strategies addressing small group and individual student needs. Teachers worked together in lesson study experiences with a national math consultant to observe each other's practice and to provide each other feedback on strengthening student discourse and verifiable explanations. These strategies were successful in deepening student's conceptual understandings.

Another unique way in which IMS provides for regular meeting and co-planning is through the purposeful scheduling to allow our grade 5 and 6 Core (ELA) teachers to meet first and eighth period

daily, to monitor student progress in relation to mastery attainment of grade level outcomes in ELA and to plan collaborative lessons to address ongoing instructional needs.

It is through these “job embedded” professional development experiences at Iroquois, that teacher practice is enhanced to positively impact student performance.

7. School Leadership:

Collaboration, teamwork and teacher as instructional classroom leaders are the cornerstones of school leadership at Iroquois Middle School (IMS). This all begins with strong articulation in the form of District Focus Areas established through our Board of Education and our Superintendent each July. From there, in August our School Based Planning Team comprised of teachers, parents, support staff and principal distill the broader goals into specific site based goals, action steps and monitoring tools, by synthesizing student performance data from both national, state criterion and district level assessments. These goals have been and remain focused around Literacy including reading, writing and spelling, mathematics, and climate and culture/transitions. In addition, our Elementary Leadership team meets regularly to monitor, adjust and provide staff development to ensure deep implementation of these goals.

At IMS for example, our school based planning team this year has been strategically examining our practice and determining implementation strategies related to the shifts required by the Common Core Learning Standards (CCLS). We have studied and developed professional development related to examining text complexity, text-based questioning strategies, which require students to “Interrogate the Text”. For mathematics, we have studied the shifts required by the CCLS to allow students to deeply understand mathematical concepts, become fluent and efficient with mathematical operations and stronger communicators relative to these understandings.

At IMS the role of the building principal, is that of the “instructional leader and head-learner” focused upon student achievement. The building principal oversees the implementation of the School Based Plan, instructional goals, curriculum, district initiatives, and oversees implementation of the above mentioned strategies through supervision of staff as evidenced through student learning. In addition, through this collaborative approach the building principal works closely with teams of teachers to ensure students are being served.

Teachers at Iroquois Middle School are the instructional experts and leaders of our children. Through their instructional repertoire and instructional planning students remain in the center of the classroom-accessing, processing and extending information. For many years now, teachers have refined their instructional approaches to ensure that students in their readers’ and writers’ workshop are engaged at high levels. While in mathematics, it is teachers instructional focus to have a constructivist approach where students explore, develop and communicate their understanding of mathematical understandings. Enduring understandings in both Social Studies and Science guide teachers planning for this same student centered approach to instruction. Students engage in accessing information about events throughout history, through an Intentionality Lens, which allow them to make meaning and support their understanding with specific details of the events. While in our Science classrooms, students grapple with essential questions (EQ's)and guiding questions (GQ's) in an inquiry based approach where they record their study in science journals, which allow students to demonstrate understanding based upon the EQ'S and GQ's of the lesson. At Iroquois Middle School, “The Teacher is the Leader”!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Mathematics

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds Proficiency	89	84	96	92	94
Exceeds Proficiency	42	47	47	42	40
Number of students tested	141	144	119	136	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Proficiency and 4 Exceeds Proficiency	74	77	77	88	77
Exceeds Proficiency	26	39	35	29	8
Number of students tested	23	13	17	17	13
2. African American Students					
Meets/Exceeds Proficiency and 4 Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	7	7	4	1	8
3. Hispanic or Latino Students					
Meets/Exceeds Proficiency and 4 Exceeds Proficiency	64				
Exceeds Proficiency	27				
Number of students tested	11	3	7	7	5
4. Special Education Students					
Meets/Exceeds Proficiency and 4 Exceeds Proficiency				67	
Exceeds Proficiency				20	
Number of students tested	2	7	7	15	4
5. English Language Learner Students					
Meets/Exceeds Proficiency and 4 Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested	1	1		1	1
6. White					
Meets/Exceeds Proficiency and 4 Exceeds Proficiency	91	85	97	91	97
Exceeds Proficiency	44	48	47	44	43
Number of students tested	117	132	101	121	108

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the

percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at: http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html
http://www.oms.nysed.gov/press/Regents_Approve_Scoring_Changes.html

12NY20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS ELA 4

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	82	81	91	85	91
Exceeds Proficiency	8	16	12	16	16
Number of students tested	140	142	119	134	123
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	74	62	88	75	75
Exceeds Proficiency			6		
Number of students tested	23	13	17	16	12
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	7	7	5	1	8
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	82				
Exceeds Proficiency	9				
Number of students tested	11	2	7	7	5
4. Special Education Students					
Meets Proficiency/Exceeds				33	
Exceeds Proficiency					
Number of students tested	2	7	7	15	4
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested				1	1
6. White					
Meets Proficiency/Exceeds	84	83	91	84	91
Exceeds Proficiency	8	16	12	17	17
Number of students tested	117	131	100	120	107

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the

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12NY20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Mathematics 5

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	82	84	95	99	91
Exceeds Proficiency	34	45	54	33	33
Number of students tested	144	130	143	127	123
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	56	70	100	100	80
Exceeds Proficiency	11	30	48	25	10
Number of students tested	18	23	21	12	20
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	8	4	1	7	7
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds		70			
Exceeds Proficiency		40			
Number of students tested		10	6	4	6
4. Special Education Students					
Meets Proficiency/Exceeds		46	73		
Exceeds Proficiency			33		
Number of students tested	6	11	15	4	3
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. White					
Meets Proficiency/Exceeds	83	86	95	100	95
Exceeds Proficiency	34	46	56	34	35
Number of students tested	129	109	129	111	109

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the

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12NY20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS ELA 5

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	79	72	94	98	83
Exceeds Proficiency	11	27	22	21	17
Number of students tested	145	130	143	127	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	50	52	95	92	63
Exceeds Proficiency	0	17	5	0	5
Number of students tested	18	23	21	12	19
2. African American Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	8	4	1	7	6
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds		60			
Exceeds Proficiency		20			
Number of students tested	5	10	1	7	6
4. Special Education Students					
Meets Proficiency/Exceeds		27	73		
Exceeds Proficiency		9	13		
Number of students tested	7	11	15	4	3
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested					
6. White					
Meets Proficiency/Exceeds	82	74	94	98	84
Exceeds Proficiency	12	25	23	21	19
Number of students tested	130	109	129	112	109

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the

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12NY20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: NYS Mathematics 6

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	83	76	98	94	91
Exceeds Proficiency	42	38	62	47	45
Number of students tested	131	149	126	124	137
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	70	77	93	94	73
Exceeds Proficiency	25	18	40	12	20
Number of students tested	20	22	15	17	15
2. African American Students					
Meets Proficiency/Exceeds	50	33	100	83	73
Exceeds Proficiency	25		75	17	18
Number of students tested	4	3	8	6	11
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	70	50	75	100	100
Exceeds Proficiency	30	13	50	33	67
Number of students tested	10	8	4	6	6
4. Special Education Students					
Meets Proficiency/Exceeds	27	47	60	100	44
Exceeds Proficiency	7	13	20	33	19
Number of students tested	14	15	5	3	16
5. English Language Learner Students					
Meets Proficiency/Exceeds		67			
Exceeds Proficiency					
Number of students tested	1	3		1	1
6. White					
Meets Proficiency/Exceeds	86	78	98	95	91
Exceeds Proficiency	44	40	62	51	47
Number of students tested	109	128	109	110	114

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the

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12NY20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NYS ELA 6

Edition/Publication Year: 2007/2008/2009/2010/2011 Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	Mar	Mar	Mar
SCHOOL SCORES					
Meets Proficiency/Exceeds	84	72	96	88	83
Exceeds Proficiency	9	16	23	17	30
Number of students tested	131	147	126	124	137
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	65	59	93	77	40
Exceeds Proficiency	5	5		6	7
Number of students tested	20	21	15	17	15
2. African American Students					
Meets Proficiency/Exceeds	75		100	83	55
Exceeds Proficiency			38	17	36
Number of students tested	4	3	8	6	11
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	100	38	100	100	100
Exceeds Proficiency	10			33	
Number of students tested	10	7	4	6	6
4. Special Education Students					
Meets Proficiency/Exceeds	20	27	60	100	25
Exceeds Proficiency					6
Number of students tested	14	15	5	3	16
5. English Language Learner Students					
Meets Proficiency/Exceeds					
Exceeds Proficiency					
Number of students tested	1	1		1	1
6. White					
Meets Proficiency/Exceeds	84	75	95	87	85
Exceeds Proficiency	9	16	23	16	31
Number of students tested	109	128	109	110	114

NOTES: For the 2009-2010 school year results, the New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the

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12NY20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency/Exceeds	84	81	96	94	91
Exceeds Proficiency	39	43	54	40	39
Number of students tested	416	423	388	387	384
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	67	74	90	93	77
Exceeds Proficiency	21	27	41	21	12
Number of students tested	61	58	53	46	48
2. African American Students					
Meets Proficiency/Exceeds	63	56	96	92	69
Exceeds Proficiency	26	14	53	21	15
Number of students tested	19	14	13	14	26
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	73	61	88	94	82
Exceeds Proficiency	26	28	46	23	41
Number of students tested	26	21	17	17	17
4. Special Education Students					
Meets Proficiency/Exceeds	49	51	73	77	43
Exceeds Proficiency	16	12	25	18	13
Number of students tested	22	33	27	22	23
5. English Language Learner Students					
Meets Proficiency/Exceeds	50	50	0	50	50
Exceeds Proficiency	0	0	0	50	0
Number of students tested	2	4	0	2	2
6.					
Meets Proficiency/Exceeds	86	82	96	95	94
Exceeds Proficiency	40	44	55	43	41
Number of students tested	355	369	339	342	331
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets Proficiency/Exceeds	81	75	93	90	85
Exceeds Proficiency	9	19	19	17	21
Number of students tested	416	419	388	385	382
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency/Exceeds	63	56	92	80	58
Exceeds Proficiency	1	8	3	2	4
Number of students tested	61	57	53	45	46
2. African American Students					
Meets Proficiency/Exceeds	47	35	92	92	68
Exceeds Proficiency	0	14	21	21	15
Number of students tested	19	14	14	14	25
3. Hispanic or Latino Students					
Meets Proficiency/Exceeds	88	52	91	95	88
Exceeds Proficiency	11	10	8	20	5
Number of students tested	26	19	12	20	17
4. Special Education Students					
Meets Proficiency/Exceeds	33	30	66	54	17
Exceeds Proficiency	0	5	7	0	4
Number of students tested	23	33	27	22	23
5. English Language Learner Students					
Meets Proficiency/Exceeds	0	0	0	50	50
Exceeds Proficiency	0	0	0	0	50
Number of students tested	1	1	0	2	2
6.					
Meets Proficiency/Exceeds	83	77	93	89	86
Exceeds Proficiency	9	18	19	17	22
Number of students tested	356	368	338	342	330
NOTES:					

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